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Kalamazoo, Michigan
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THE FALL TERM ENROLLMENT.
The steady growth of enrollment is made clear by comparison of the figures for the fall terms during the past three years. Enrollment for the single term has been as follows:
Nineteen hundred thirteen, 671.
Nineteen hundred fourteen, 784.
Nineteen hundred fifteen, 911.
Aside from the fact of notable increase, there is a most encouraging feature in the wider distribution of residence represented by the present enrollment. This term 56 of the 83 counties of Michigan are represented in the Normal. This is about ten more than were represented last year. The counties are as follows: Allegan, Alpena, Barry, Bay, Benzie, Berrien, Branch, Calhoun, Cass, Charlevoix, Cheboygan, Chippewa, Clare, Delta, Dickinson, Eaton, Emmet, Genesee, Gladwin, Gogebic, Grand Traverse, Gratiot, Hillsdale, Houghton, Huron, Ingham, Ionia, Isabella, Jackson, Kalamazoo, Kent, Lake, Livingston, Luce, Macomb, Manistee, Marquette, Mason, Mecosta, Midland, Monroe, Muskegon, Newaygo, Oakland, Oceana, Osceola, Ottawa, Saginaw, Sanilac, Shiawassee, St. Clair, St. Joseph, Tuscola, Van Buren, Wayne, Wexford.
That the Western Normal is popular at home is clear from the enrollment from Kalamazoo county, which leads the list with over 300 students. After Kalamazoo, the counties most largely represented are Van Buren 92, Kent 58, Allegan 57, Calhoun 39, Ottawa 35, Berrien 32, St. Joseph 31, Cass 26, and Oceana 23. Each of two counties in the Upper Peninsula, Dickinson and Houghton, sends eight students. Seven different counties from the district beyond the states are represented.
Many of the smaller villages as well as several of the larger cities, have sent splendid delegations. Among them are Shelby 4, Pentwater 5, Martin 4, Bronson 6, Albion 5, Jonesville 4, Galesburg 5, Coopersville 6, Marcelius 8, Grand Haven 7, Dowagiac 10, Vicksburg 9, Three Rivers 9, Hartford 9, Lawrence 9, Athens 7, Sturgis
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7, Plainwell 11, Holland 12, Ionia 5, Flint 6, South Haven 11, Bloomingdale 14, Paw Paw 13, Bangor 10, Otsego 15, Battle Creek 19, and Grand Rapids 45. Altogether 209 different towns, villages and cities are represented in the present attendance. Forty-five members of the 1915 graduating class of Kalamazoo High School are in enrollment.

As might be expected from the increase in enrollment, there are more men students than ever before. The number is 257. During recent years, the quality of the incoming classes has steadily improved and the new class is no exception to the general tendency. There is an unusually large representation from strong high schools, and the newcomers average high in personal quality and promise.

HEARD IN THE CLASS-ROOM.

Mr. H. (in Musical Composition)—"Mr. S., your exercise sounds like some of Bach. Are you sure you didn't copy it from the 'Messiah'?"

Senior Music Girl (to her neighbor)—"The time is approaching."

Mr. H.—"Miss B. is talking about me."

Caruso was on a motor trip when his car broke down. He went into a farm house near and asked for a drink. When the farmer found out who his visitor was, he said: "Oh, yes, you're that famous traveler, Robinson Caruso."

When the pupil just in front of the desk raised her hand, Miss M. said: "Good morning."

Dr. J:—"Mr. C., please give the principal parts of 'love.'"

Mr. C. (Adv. Grammar)—"Time, place and girl."

Teacher—"Charles, did you whisper today?"

Charles—"Yes'm; wonst."

Teacher—"George, should Charles have said wonst?"

George—"No'm, he should have said twiced."—Ex.
THE KALAMAZOO NORMAL RECORD

DRAWING BOOKS

The importance of drawing in the public schools is now so universally recognized that a number of states have established it as a required part of the regular course of study in the rural as well as in the town and city schools.

One difficulty has been the need of books of moderate cost and so planned that the work may proceed even where, for economic reasons, supervision by a special teacher is not possible.

The new one-book-per-year edition of the Applied Arts Drawing Book, Nos. 41-48, meets this condition so successfully that these books have recently been officially adopted for exclusive use in the States of Kansas, Virginia, Alabama, Oregon, Oklahoma, and Arizona, and in a large number of counties where state adoptions do not prevail.

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Address the publishers:

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Continued from page 40

The mornings at Geneva were given over to Bible classes, mission study, special conferences and lectures. The afternoons were free to do as you pleased—swim, play tennis, take hikes, or have a general good time.

Living in a tent with seven girls as your companions and all eight hundred coming together at meal time, made the whole camp seem like one huge family. All were friends, whether they knew each other or not, for each one was there for the same purpose, to take back to her own school all the new ideas and help possible, that those who did not go might gain a little of that spirit. There, on the shores of that beautiful lake, with the hills all around, was indeed a fitting place to find the center of your circumference."

THE WOMEN'S LEAGUE.

On the 28th of October the Women's League gave a reception in the library and rotunda of the Training School. Every girl in the school was invited, the Senior girls being each responsible for a Junior. The rooms were artistically decorated in autumn leaves and flowers. About five hundred girls were present during the afternoon. This was one of the most successful functions which the League has ever given.

The first regular meeting was held Friday afternoon, November 5, in the Training School rotunda. This was a "crochet party," and the members enjoyed an informal, cosy, good time.

THE NORMAL DRAMATIC ASSOCIATION.

The Normal Dramatic Association was organized at the close of last year, and represents a union of all the smaller dramatic clubs of the School. It aims to create a student interest in the drama, by the production and study of plays. The plans for the year are very extensive and include programs on the dramatic literature of Russia, Germany, France, England, America, and other countries; also the
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production of several plays. The organization plans to make these programs very scholarly, and intends to throw them open to the students, faculty and general public.

The association aims at quality of members rather than quantity. There is a membership committee which looks up the record of each candidate, recommending only the best. There is also a scholarship standard which all members must attain. Any student may feel it an honor to belong to this society.

The association is more or less an experiment. Nearly every organization in the school is practically faculty controlled or advised. This is to be a strictly student organization, and will test the students’ ability to conduct and manage such a society for themselves. The Expression department will co-operate with the association in the production of plays.

The officers are R. F. Dobberteen, president; Miss Rosa Stern, vice-president; Miss Genevieve Upjohn, secretary; and Merritt Barton, treasurer. The officers, together with the following chairmen of committees, the Misses Decker, Desenberg, Haskell, and Messrs. Stryker, Chenery and Crosby, comprise the executive board. Applications for membership may be made to any member of this board.

On the evening of November 9, the Normal Dramatic Association presented a very interesting and instructive program on Russian drama. Mr. Holmes, the first speaker, chose “The Russia of Today” as his subject. He portrayed very vividly the Russian peasant, his character and temperament, his almost pathetic craving for the best in literature, music and drama, as contrasted with the American self-sufficiency and complacency. A “Prelude” by the Russian composer, Rachmoninoff, played by Miss Dempstead, was most interesting and very characteristic of Russian music. This was followed by an excellent talk on “Tolstoi and Gorki” by Miss Stern. Mr. Bowers, in a paper on “Andreyev,” showed a deep insight into Russian drama and character, giving excellent original interpretations of
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"The Black Maskers" and "Anath-
ema." Miss Halladay followed with
an interesting sketch of the life and
dramatic works of Tchekoff. The
program was concluded by readings
from "Anathema," given very ably by
Mr. Barton. Much credit is due Miss
Stern, chairman of the program com-
mittee.

It was throughout a very scholarly,
program. Our literary programs at
this school seem very apt to degener-
ate until the literary and scholarly
elements are scarcely recognizable.
This seemed a welcome relief.

The only regrettable feature was
this: but two members of the faculty
were present. The Dramatic Associa-
tion must assume that either the
other faculty members knew so much
about Russian drama that they were
unwilling to listen to a program rep-
resenting weeks of intensive study on
the part of the students, or that they
care nothing about it. It is difficult
to believe either. Prove your inter-
est in a thoroughly scholarly student
program by your attendance at the
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**MEN’S SECTION**

**WEST AISLE**

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**EXCHANGES RECEIVED.**


Elementary School Journal, The University of Chicago Press. A magazine, filled with educational news and articles. “Roman History in the Fourth Grade,” by Grace E. Storm, has much of interest for the teacher of history in the grades.

Kodak, Cheboygan High School, Cheboygan, Mich. A magazine published by the high school students every two months. Shows good organization of material, and plenty of spirit.

Normal College News, Ypsilanti, Mich. A weekly news sheet, giving general news of the school and a few jokes. The accounts of the football game with Kazoo, “before and after taking,” are interesting.

Olivet College Echo, Olivet, Mich. A snappy sheet, published weekly. In an article describing the game with Kazoo, the Olivet team is advised to buy a “Big Ben.” Good advice, we think.

Orange and Black, Elgin Academy, Elgin, Illinois. A monthly magazine which shows good work on the part of the students. A calendar of the days’ happenings gives many items of interest.


School and Home Education, Bloomington, Illinois. A monthly containing much news concerning personal, social and industrial education. This number contains a splendid article by William Hawley Smith called “The Case of Sadie.”

NOT SERIOUS.

A lad with a touch of malaria  
Enlisted to fight in Bulgaria,  
But before he could shoot,  
A Turk hollered “scoot,”  
And they found him next day in Bavaria.—Ex.
The people of the United States are grateful to the Infinite Father for their capacity and disposition to appreciate the bounties of nature. Through this appreciation, man cheerfully applies his labor to the earth in order that her bounties may serve as a means for realizing the essential joys of life. Abundant harvests are simply a necessary means to an end. The measuring unit of life is not to be found in bushels of grain, or potatoes, or fruits, or coal, or copper, or silver, or gold, or houses, or lands, but in the laughter of children around the hearthstone, in the love and loyalty of the home. "Home is the nation's safety." In the year nineteen hundred fifteen, we are grateful for the benediction that rests upon the American home. In the great Commonwealth of Michigan we are, in common with all the other states, the recipients of the richest blessings. It is eminently fitting that we set apart November twenty-fifth as a special day for Thanksgiving,—a day on which we may pray for "Peace on earth, good will to men."

Therefore, I, Woodbridge N. Ferris, Governor of the State of Michigan, do hereby designate Thursday, the twenty-fifth of November, as a day for all the people of this Commonwealth to celebrate in thanksgiving and prayer.

Given under my hand and the Great Seal of the State this sixth day of November, in the year of our Lord one thousand nine hundred and fifteen, and of the Commonwealth the seventy-ninth.

WOODBRIDGE N. FERRIS,
Governor.

By the Governor:
COLEMAN C. VAUGHAN,
Secretary of State.
Planting the Highways

At the Saginaw meeting of the Michigan State Teachers' Association several excellent addresses were made before a joint meeting of the Michigan School Garden and Nature Study Association and the Planting and Parks section. The latter organization adopted a resolution formulating well one of the activities for which it stands. This resolution follows:

"Resolved, That the Planting and Parks section of the Michigan State Teachers' Association heartily approves the policy of maintaining tracts of land belonging to the public, to conserve forest and wildlife and to serve as natural parks and recreation spaces for our people, and that it urges a development of this policy through the various counties of the state as widely and as rapidly as possible."

The Record is indebted to Hon. F. F. Rogers, State Commissioner of Highways, for the privilege of printing his address on "Planting the Highways."

Michigan's highway laws have for many years encouraged the planting and protection of trees planted or left for shade along the margins of the public highways. Section 1, Chapter 11, reads as follows: "Shade trees shall be planted along both sides of the public highways, at the uniform distance, as near as may be, of sixty feet apart, and not less than twenty-three nor more than twenty-five feet from the center line of the highway, but the township board of any township may direct as to the distance which trees may be set from each other or from the outer line of the highway. All trees now growing upon both sides of any highway, and all trees that may be hereafter planted thereon, standing more than sixty feet apart, shall be preserved and shall not be injured or removed, unless by direction of the commissioner of highways, and with the consent of the owner of the adjoining lands, unless such trees shall interfere with or obstruct the travel on the highway: Provided, that the provisions of this chapter in whole or in part shall not be deemed mandatory in townships in which the electors may by vote at a township meeting thus determine."

The Supreme Court has decided that "The policy of our laws favors the planting of shade trees in the public streets where they do not constitute actual obstruction." Section 2, Chapter 11, reads as follows: "In townships where trees are not planted and growing along the highways as required by section one of this chapter the highway commissioner may cause to be set out each year as many trees as he may deem advisable in his township where the adjoining lands are cleared, but shall not expend to exceed ten per centum of the road repair tax in any one year for such purpose. The commissioner shall particularly attend to the planting of such trees, and shall allow no unsuitable tree nor any tree lacking sufficient roots or vitality to be planted, and he shall have the charge and care of the same: Provided, however, that the cost shall not exceed twenty-five cents for each tree so set out."

Telegraph and telephone companies are allowed to erect poles and wires along the public highways under certain conditions. There is a proviso,
however, "that this act shall not be construed to authorize any such company to injure, deface, tear, cut down, or destroy any tree or shrub planted along the margin of any highway of this state or purposely left there for shade or ornament." Section 6, Chapter 10, provides as follows: "Any person who shall wilfully injure, deface, tear, or destroy any tree or shrub planted along the margin of the highway, or purposely left there for shade or ornament, or who shall hitch any horse to any such tree, by means of which the same shall suffer injury, or who shall negligently or carelessly, by any other means, suffer any horse or other beast driven by or for him, or any beast belonging to him and lawfully in the highway, to break down, destroy, or injure any tree or shrub not his own, standing for use or ornament in any highway, shall be liable to an action for damage in a sum not less than one nor more than twenty-five dollars for such offense.

From the foregoing it will be seen that the state has done about all that is necessary in the way of legislation to encourage the leaving and planting of trees for shade and ornament along the highways and for the protection of the same. What is now needed is to arouse public sentiment so that highway officials and owners of property abutting upon the public highways will take full advantage of the laws we now have.

But my subject refers more particularly to shrubs, and I am sorry to say that the legislation thus far has been rather more against the leaving of shrubbery along the highways than to encourage it. The weed and brush law, Section 2, Chapter 24, reads as follows: "It shall be the duty of the overseer and commissioner of highways to cut or cause to be cut, prior to the first day of July in each year, all brush within the limits of any highway passing by or through such lands: Provided, however, that this section shall in no wise apply to young trees which have been set out or preserved by abutting property owners for shade or other purposes."

This law is a thorn in the flesh of all lovers of nature who would like to see the rural highways assume a more park-like appearance and present to the traveler a more restful view than long lines of straight highways bounded by bare fences and pole lines, which are seldom artistic and always monotonous to the traveler who is looking for something beautiful in his surroundings.

An attempt was made during the last legislature and worked for very hard by your able vice-president, to secure legislation which would protect all of the beautiful shrubs and save them from wholesale slaughter by the conscientious commissioner who is endeavoring to live up to the full letter of the law. This bill passed the Senate but failed to receive the approval of the Committee on Roads and Bridges in the House.

The writer is personally acquainted with every member of that committee and knows them to be careful and conscientious business men and farmers who have been more than ordinarily successful in their own business, and who doubtless acted on their best judgment in refusing to pass the proposed amendment. In the writer's opinion, this simply proves that the proposed legislation was a little too far in advance of the average public sentiment of today. It is possible, however, that had the amendment attempted less and had not specified the particular trees and shrubs which should be left along the highway, but only provided an enabling act leaving to the discretion of the commissioner and property owners the kinds of shrubs that should be protected, the bill would have safely run the gauntlet of legislation and formed a foundation or base upon which to build up public sentiment that later will produce the required results. My suggestion would be that instead of naming any particular shrubs to be saved, it would first be best to insert after the word "trees" in the sixth line of the section and act referred to, the words "or shrubs," simply changing the proviso to read as follows: "Provided, however, that this section shall in no wise apply to young trees (or
shrubs) which have been set out or preserved by abutting property owners for shade or other purposes."

Such an amendment, it is true, would not have the educational value of the proposed amendment and would not give specific direction to the commissioner as to what shrubs should be saved or sacrificed, but nevertheless would give the property owner all the protection that he could possibly ask in saving such shrubs as he personally might consider ornamental.

The width of margin along the roadside which may be saved and set apart for ornamental purposes varies greatly with different roads and even in different places on the same road. In these days of fast automobile traffic, a roadbed less than twenty-four feet in width for heavily traveled roads is not sufficient. In addition to this a reasonable space for ditches and gutters is required, and if you were to drive out around this city you would find that on many roads nearly all the available space between the fences is occupied with the roadbed and ditches, although I am sorry to add that most of the fences are encroaching upon the highway.

From what has already been said you are doubtless aware that the writer’s opinion is that what we now need is to manufacture public sentiment favorable to the planting of trees and shrubs along our highways.

Last year Los Angeles county, California, expended many thousands of dollars in planting roses along the margins of the county highways. On each side of the highway and three hundred feet apart, a trellis made of woven wire fence and about sixteen feet in length was erected, and rose bushes planted so that they were one hundred and fifty feet apart on alternate sides of the highway, no trellises being opposite.

This was a large undertaking, but was so much in advance of the average public sentiment, that the practical, unesthetic Californian immediately christened these trellises “gates” and made considerable sport of the attempt of the highway officials to beautify the roadsides, not failing to point out how many additional miles of roads might have been built with the money foolishly expended in this manner.

It was truly a big undertaking to erect these trellises, plant the roses and keep them watered during the dry season, but in time, no doubt, it will be well worth the effort and will return to the property owner in increased land values many times the amount he has had to pay in increased taxes. The only criticism that the writer would offer, is that between the trellises the roadsides were allowed to grow up to noxious weeds which in a great measure lessened the beauty of the improvement.

This all goes to show that any attempt at roadside adornment must be accompanied by a well-worked out plan for the systematic care and maintenance of roadside planting as well as the care of the roadbed itself.

As the laws are but a reflection of the average public sentiment, the task now before us is to manufacture that sentiment, and I am pleased to have the opportunity to say a few words to the public school teachers of Michigan on this subject. It would seem to be of little use to waste much energy on the present generation of grown-ups, but we have always an opportunity to educate the coming generations and interest them in this important subject.

This appeal should be made particularly to the teachers of the rural schools and to the county superintendents, for the city teacher is seldom enough in touch with rural conditions to greatly influence rural problems, but she can do good work through civic leagues for city and town improvement. This is a comparatively new field, and it seems to me that the rural teachers might organize in the several counties of the state and interest their children in improving the roadsides for certain distances each way from the schools. If the county superintendents will become interested in this work, the schools can be organized and prizes offered, and a good deal of sentiment thus worked up for roadside adornment.
In Oklahoma, where the state is not assisting in road building so much as it is in Michigan and many of the Central and Eastern states, the highway commissioner has organized the schools, and many miles of highways have been improved not only along the roadsides, but the roadbed itself through the co-operation of the children of the rural schools. This is a much greater task than the one I am pointing out, and yet it has been so successful that Commissioner Suggs of Oklahoma can never visit a national road meeting but he tells of the road work done by the school children in Oklahoma.

Some of the difficulties to overcome, and in my opinion the hardest ones, will be to convince some of the best farmers in Michigan that roadside planting is a good investment. It is true that a row of thickly planted shade trees along the margins of any highway lessens the value of every crop that is raised along that highway for a width of two rods or more back from the trees. Further, a row of brush or ornamental shrubs along the highway is a great eye-sore to many thrifty farmers. They had rather see the roadside kept clean and growing grass which can be cut each year, and have more of a lawn effect than the effect produced by beautiful shrubs during the summer or in autumn when the colors are most glorious. It is this sentiment for keeping clean roadsides among the great majority of our best farmers, that is responsible for existing laws which require the cutting of brush and noxious weeds along the highways, and which will have to be in a great measure overcome before any large amount of roadside planting except shade trees can be hoped for.

If this sentiment is to be overcome it will be only through well-directed efforts where the planting is so arranged that the beauty becomes evident to the average person and the objectionable features must be mostly eliminated.

At highway intersections shrubs should never be allowed to get high enough to obstruct the line of sight across the corner, to a man sitting in an automobile or other vehicle, on account of the danger of collisions at such points.

At present as we drive through the country, the man who doesn't care—the slovenly farmer—is the man who usually allows the roadsides to grow up to brush and weeds. It is true that these shrubs become to some extent a thing of beauty to the lover of nature, but the name of this slovenly farmer is usually a reproach in the neighborhood, and any suggestion to the thrifty farmer, with well-kept fences and clean roadsides, that he allow the brush to grow, even with the best of control, will be met with a prompt rebuff and a probable reference to his slovenly neighbor who cares neither for the roadside nor very well for the rest of his farm.

A few concrete examples in each community of what can actually be done in the way of roadside planting, will produce results faster than we can produce them by talking or even by legislation.

For example, in 1907 the legislature passed a so-called “cash tax law,” abolishing statute labor and providing for the payment of the highway taxes in money, all work to be done under the direction of the highway commissioner by people who should receive cash for their services. This was an unpopular law and even to this day the law has been so evaded that for all practical purposes many townships are handling their work very much like it was done in the old days.

On the other hand, in about 1900 a sentiment for building better highways began to sweep the country, and by 1905 Michigan passed a law by which the state could assist in this work. An appropriation of $20,000 was secured for the first year to pay the state's portion of improved highways, but it was impossible to induce the people to build enough roads to take this money. However, sentiment is so changed in ten years that it now requires a million dollars to pay the state's portion of the roads that the people desire to build. This change of sentiment was brought about
largely by the building of a few miles of good roads which were scattered about the state, so that many people could see and use them, and compare them with the great mileage of unimproved roads. It must be admitted, however, that the advent of the automobile had a good deal to do with manufacturing road sentiment so rapidly. But people who travel in automobiles for pleasure like beautiful scenery and are almost as anxious to see the roadsides well kept as they are to have paved roadways to travel over. All this compels the writer to believe that, if enough sample pieces of well-directed roadside planting could be scattered about the state in good locations, especially in our wealthy agricultural counties, in a few years the roadside planting idea would become contagious and the dreams of our most enthusiastic lovers of landscape art would begin to come true.

FRANK D. ROGERS.

Value of Plays and Games for Kindergarten and Primary Grades

A Report of Mrs. Mary Boomer Page's Address at the Michigan State Teachers' Association.

The kindergarten and primary sections of the Michigan State Teachers' Association Institute held a joint meeting at which Mrs. Page of Chicago spoke on play. She gave five main reasons why play is essential in the life of the child. First, it is biologically necessary for the continuance of the species; second, it is physiologically necessary for the development of the body; third, it is psychologically necessary because the child's increased consciousness comes through play; fourth, it is pedagogically essential because it is the child's instinctive means of expression and understanding; fifth, it is sociologically essential, as the child cannot grow as a social unit except in contact with others. Human contact is absolutely necessary for development.

Our play standards have been broken down because they have been forced upon us and we have tried to get results by short-cut methods. Let us work for quality, which means contentment with simplicity, and call a halt upon working for results.

It has been said that play is a method of doing something, a form of execution. Therefore the best method that the adult can evolve will be the result of long observation of children, watching them to see what their method is in order to develop a method that is natural. We must base our work upon what children have already done when they enter school. The physical conditions under which children play, should be of the best. They should have all the space possible. Floors should be clean and windows open in spite of King Janitor. This will need a long pull and a strong pull and a pull all together.

Free play does not mean that we turn children loose upon the playground. The play life is the whole life of the child and there must be guidance. All games, whether in primary school, kindergarten or on the playground, should be the outgrowth of some felt need on the part of the children. The teachers place, therefore, is to anticipate the need and to interpret and direct experience and activity. Free dramatization is the type of play most natural and most significant to the little child. It is through play of this type that he is coming to a realization of the values of life.

The deepest rooted powers of the
spirit life are in the early years if wisely directed. Play, therefore, is a means to a higher end, physical, mental and spiritual growth.

FRANCES R. KERN.

Courses for Special Class Teachers

Among the present-day problems in education is the training of the backward, or retarded, pupil. During the past twenty years the individual pupil has become more and more the centre of interest for the psychologist and educationist. Individual differences have been measured and special work has been prescribed for those requiring it. As a result of the many investigations and studies, new groupings of pupils have been made. Instead of adhering to the long prevailing custom of grading pupils according to a pedagogical standard, a departure has been made from this custom and pupils chronologically old for their grade for whatever cause have been re-grouped in classes for which special instruction has been provided. These special or ungraded classes comprise pupils who have become retarded for various causes. Some may be so mentally deficient they cannot do the work of a normal child; others may be dull, yet under individual instruction are capable of being restored to the regular classes; and still others may be placed in the ungraded class on account of home conditions, sickness, frequent change of residence, and still be able to do the work of the grade for their age after a period of instruction in the ungraded class.

Every city and community of any size is today working with this problem. The one difficulty they have had to face is the inadequate supply of teachers trained for this sort of work. Up to the present time the training of such teachers has been done almost exclusively by the department of psychology of our universities and by institutions for the feeble-minded. But the demand for such teachers has become so pressing that the obligation now rests with the normal schools to meet this need. Western State Normal School is peculiarly well situated for giving the instruction needed for such teachers. Located as it is in a large city, it is for that very reason in a position to give to those preparing for this work ample opportunity to observe the types of children that are included in such classes. The public school system of the city of Kalamazoo already has in operation six classes for those needing special instruction where students may observe the practical side of the work and have opportunity to practice.

Owing to the cosmopolitan nature of the groups comprising the special classes, a broad training for the teachers of such classes is imperative. In addition to the required work in the general life courses, such students will be expected to take courses in abnormal psychology, mental and physical genetics, anatomy, corrective gymnastics, methods for dealing with such pupils and organization of the course of study, construction (already required), manual training, domestic science and art, and a course in mental and physical measurements and their interpretation. A course in clinical psychology will be open to such students. In this course students will have opportunity once or twice a week to observe the methods and means used in examining typical children.

The clinic will be open during Monday and Wednesday afternoons. Examinations, free of charge, will be made of children sent there by parents, teachers, or institutions having the care of exceptional children.

The tentative plan outlined will be tried out and such modifications as seem best will be made from time to time.

N. W. CAMERON.
ONTRASTING life in Sweden with that of America with all its wonders, grandeur and beauty, I find that the clear, blue skies, the wonderful forests, the thousands of lakes, and especially the simple life of Sweden will forever stand first in my memory. Its quaint customs, which would seem strange here, have a sweet charm about them.

The school life differed much from our schools in America. We attended school every other day. The studies were reading, writing, arithmetic, geography, and music. We also studied the Bible every day, and learned sewing, knitting, and crocheting. On the days at home we studied certain lessons which had been assigned us for the next day. We were not taught how to study intelligently. Each one would recite his lessons aloud until he could say them like a parrot, never stopping to think what they meant. It was easy to forget them in a few days. If any child came to school without his lesson it was a sad day. Every pupil was almost petrified if another failed in his recitations, as every one knew the end. There were no dreamers as the long stick or whip the schoolmaster had made purposely long enough to reach the last child was the awe of the school, and a light touch of it was enough to keep one awake for the next week.

The schoolmaster had a peculiar method of teaching reading. While half of the pupils would read aloud, he would walk around and keep time, hitting each desk with his stick. The main thing, we thought, was to keep the right time. Our lessons were almost frightened into us.

The old schoolmaster had been teaching for twenty years without ever going away for any new methods. No one thought it necessary, as it was believed no one could know more than he, but I realize now that there would not have been time wasted had he gone.

The schoolmaster and his family lived upstairs in the schoolhouse, making it very convenient for his wife, as she had all the children she wanted to run errands for her. Every one, of course, was very glad when we heard they were going to have a party, as one-half were running to the store or helping her about the house.

There were no written examinations. At the end of the year's work the parents and whoever else wanted to attended the last day of school. Always the minister came and the children were questioned upon the lessons. This day, which was about the middle of December, was looked forward to by every child. Through the summer the girls planned their clothes, as each one must have a new dress for the last day. Well I remember spinning, weaving and making my dress for the occasion, even going into the forest to find some leaves with which to dye the material, and I surely thought it the most beautiful dress I had seen, but now I smile even at the memory of that color.

The last summer in school we spent an hour each school day with the minister studying the catechism and learning psalms. The latter part of June we were confirmed. This was the prettiest month of the year. The dawn commenced about 2 a.m., the sun not going down until nine in the evening,
giving nature a long day to develop into its fullest glory. Flowers grew everywhere and the birds sang on every tree, making an impression which never could be forgotten. The church was decorated. Whole trees were cut down and placed in every corner and along the center aisle. Wreaths with violets, forget-me-nots, and roses in them were twined around the pillars. Flowers were everywhere. Every girl wore a long black dress with white ruching around the neck and sleeves, and a small white apron. This day we had to recite aloud in church, but as the people were back of us, and as the minister carried no stick in his hand to prompt us, it was not so bad. After the Lord's Supper the minister made a farewell talk and even though we were near neighbors we all said good-bye and went through a very dramatic scene. Every one cried, whether he felt like it or not. We knew it was the end of our school days and, in fact, nearly every one went out to meet real life from then on.

One other occasion that stands out in my mind was the celebration of wedding occasions. Announced a long time ahead, every one expected to go if it was not until the third or the fourth day. People within five or six miles of the bride’s home placed arches of green over the road in honor of the occasion. It was customary to beautify one’s gardens with landscape effects and winding paths. These made a very beautiful sight the night of the wedding, as the garden was all lighted with lanterns which hung in the arches over the paths. The people cheered, sang, and even shot off firearms for the happiness of the bride and groom, and it was almost as much fun outside as in. It was a very pretty sight when the bride and groom walked through the beautiful little paths while the people cheered and threw flowers at them. After that folk dances were danced and every one enjoyed himself to the fullest extent. The relatives and nearer friends of the family attended the first day and the neighbors and poor people the following days.

These are but a few of the childish memories of my home land. They are very dear to me, but in spite of this I must express my appreciation of America, especially the opportunities and privileges for an education which are so necessary in order to meet life.

ELIZABETH SCHELINE,
H. S., 1918.
A Teacher's Real Work. There are current in educational publications many suggested devices and "standards" for determining the measure of a teacher's real worth. Dr. Edward C. Elliott, of the department of education of the University of Wisconsin, speaking before one of the sections of the Michigan Teachers' Association last month, presented many thought-stimulating ideas. He emphasized democracy and efficiency as the clear notes rising out of the present educational turmoil. With every individual counting one, no fractional persons; and with absence of waste in individuals and things as a further ideal, educational reform is very vital. This quickened study of education identifies the teacher as the fulcrum, and do what we may to the machinery of the school system, yet improving education must ever rest most largely on the teachers. Dr. Elliott followed searching historical and comparative analyses of the professional and social evolution of teaching with the statement that the real growth of teachers is psychological, moral, and ethical, much more largely than it is mechanical, and concluded by urging that attempts at analysis for the purpose of improving teachers must always be made in full recognition of the fundamental consideration—the fund of living vitality, which is the center of the teacher's personality, must not lose itself on its way to the child.

The Sanctity In medieval times a pledge was considered a sacred trust. Solemn ceremonies preceded the taking of vows by knights and they looked upon them as something holy. Perhaps the old saying, "An honest man's word is as good as his bond" grew out of this old conception.

Has the meaning of a promise changed? In what light are pledges considered in our school life here at Western Normal? We are in the midst of societies and organizations of many sorts. They are a part of our school and help to make it a livable place. Classes, clubs, societies and football teams cannot do their best work unless they have the full cooperation of those associated with them. So often we are asked to join committees, or to take a certain office, or to write an article for the Record. What is our attitude toward such a request? Do we quickly respond in the affirmative and immediately forget about it, or do we consider carefully whether or not we have the time and energy? If the request is a worthy one it should surely demand our thought. Having promised to do a certain piece of work, we should consider our promise a real trust. We would not for a minute ask a creditor to release us from a debt before we had paid it, nor would we ask an instructor to give us credit for class work we have not done. Should not a verbal
promise be as binding as a written one? Let us all consider this carefully in relation to the part we should take in the various activities of our school. Let us make co-operation a living word in our vocabulary and feel our responsibility concerning the pledges we make.

Is your word as good as your bond?

Education It is surely true that according there is no new thing to Emerson. Under the sun, Ever and anon, an educational theorist comes forth with a new theory of education which he has discovered or invented. At first people are amazed and then they find that the idea has been in the world for years, but that the full purport of its meaning had not been grasped.

Mr. Charles F. Thwing of Western Reserve University has an interesting article in “School and Society” for October 16. He calls it “Education According to Emerson.” He has culled from Emerson’s various works ideas concerning education, and it is interesting to see how fifty years ago, he worked out certain theories, which our educational professors have only discussed for the last five or ten years. One could almost imagine that he were reading Dr. John Dewey instead of Emerson. Take, for instance the subject of “initiative” of which we hear so much. Mr. Thwing quotes Emerson’s “Education.”

“They shall have no book but school-books in the room; but if one has brought in a Plutarch or Shakespeare, or Don Quixote or Goldsmith or any other good book, and understands what he reads, put him at once at the head of the class. * * * If a child happens to show that he knows any fact about astronomy, or plants, or birds, or rocks, or history that interests him and you, hush all the classes and encourage him to tell it so that all may hear.”

We are just beginning to respect child life and to realize that the small boy is just as important to the world in proportion to the number of years he has lived as are adults. Emerson thoroughly believed in the individuality of the child. He says:

“Cannot we let people be themselves and enjoy life in their own way? You are trying to make that man another you. One’s enough. * * * Respect the child. Wait and see the new product of Nature. Nature loves analogies, but not repetitions. Respect the child. Be not too much his parent. Trespass not on his solitude.”

Emerson believed that a great deal of education is to be found all around us, and that oftentimes a boy receives more education on the playground than he does in the school room. He has much to say on the relation of religion to education, and discusses at some length sciences and the ancient classics. He believes in drill, but believes that it should go hand in hand with inspiration.

The whole article is filled with much of interest, and there is much food for thought. Read it and see if you are not surprised by its modern tone.

Arms Any student who chants that about the lack of school spirit is not a thinker. And those who stand idly around and discuss why we have no class spirit “know not whereof they speak.” We’ve got the school spirit; we’ve got the “stuff” that makes us alive and active—the only trouble is we’re too much like Ichabod Crane, “our arms dangle ’most a mile out of our sleeves.” The coat of school spirit is a trifle too small. Too many of us are not covered by that coat.

Now aren’t the ones who are into things busy? Have we not literary clubs? and a football team? and a yell leader? and a tip-top faculty? but what of the glorious students? You, and you, and you don’t go to the literary meetings. You, and you, and you don’t yell for the team. You, and you, and you refuse to knit your share of the coat of school spirit.

Remember Abe Lincoln once wore a “too small” coat; when he got a coat that fitted him they elected him president.

Thanksgiving. Once more we approach that part of the year in which we let our hearts dictate to us, and we proceed to obey
their promptings in a great national celebration, which we call "Thanksgiving." The name alone is suggestive and when we allow ourselves to remember all the good things that have happened to us, we can not help but be thankful, and in our own way we thank the Great Giver.

Being a national affair, our President issues a proclamation in which he calls our attention to the leading things for which we, as a nation, should give praise. In the annual proclamation of this year, issued this month by our good President, are noted many things for which millions every day express, sometimes unconsciously, their thanks. The first and probably the most prominent is the fact that our nation enjoys peace while nearly every other world power is at war. This alone is sufficient reason for a national thanksgiving. The other most prominent fact is rather like the one which prompted our present Thanksgiving Day. It is the prosperity of our nation in general. Not only our bountiful harvest but also increased manufacturing and commercial industries. Our commerce abroad is the greatest it has ever been and as the President says, it is because we are at peace with the world.

Beside these great national blessings we have, individually, many things for which to render thanks. There is not one mean enough or unfortunate enough who is not the partaker of many blessings which we often take as a matter of course.

When we of the Normal consider our buildings and their equipment, together with the services of our able President and faculty, we realize that we are graciously privileged to attend one of the best normal schools of the United States.

ASSEMBLIES.

On October 7 the topic of the Assembly program was "Care of the Teeth." Dr. H. H. Tashjian addressed the school.

In the course of the discussion blackboard illustrations were used freely to give accuracy and force to the impressions. Tooth brushes, paper cups, napkins, etc., had been provided and pupils ranging from first to eighth grade were given an opportunity to go to the platform and demonstrate the proper method of brushing the teeth.

The program had a two-fold interest. It served as an illustration of a significant type of school exercise that may be profitably used as an assembly program. It was a lesson in hygiene adapted to all the grades. Although some interesting "reactions," such as buying new tooth brushes, shaping old ones with scissors, and trying out better methods of cleaning the teeth, have been reported, the best results will be obtained only if the teachers do some "follow-up" work in the class-room.

October 14. On this occasion Miss Guiot, supervisor of Physical Education in the Training School, gave a forceful and practical talk on good and poor posture of school children. Pupils from the different grades demonstrated sitting and standing positions—in fact the child's day was well illustrated. In every case the correct model was shown, then the common error was illustrated, and lastly the correct posi-
tion was again emphasized. Chairs, desks, blackboards, books, etc., added to the reality of the situations.

A demonstration of the triple test was also made. This was of real value to both pupils and observers. It is most gratifying to record that through the efficient work of Miss Guiot and the co-operation of grade supervisors and pupils the posture of the children in all grades is greatly improved. The relation of good posture and health is a fact of great importance and should become a greater aim in the school and home.

October 21. Those who were so fortunate as to be present at the children's Pet Day realized how vital is the nature study taught in our Training School. On this morning pupils from all grades exhibited their choicest pets, and beautiful animals were seen. A group of boys and girls exhibited their finest rabbits. Each pupil was given an opportunity to tell what he considered most interesting concerning his little pet. They spoke of the proper care of the rabbit, his sanitation, special food when raising young, the market price when young were sold and many other valuable facts were told.

Next followed an exhibit of fine bantams. The boys told what prizes they had won at the poultry shows, what they fed them in summer and winter; how many eggs they laid and the selling price of the same. The children were pleased to hear of the cunning tricks the bantams could perform.

The guinea pigs were of several varieties. The white mice were also very attractive. Upper grade boys told of the proper care and also showed interesting results from breeding. The dogs and cats were the center of much admiration. There were beautiful collies, a cunning little Scotch terrier shown in picture, water spaniels and fox terriers. Many clever little tricks were exhibited for the great enjoyment of the smaller members of the audience. Mention should also be made of the part the kindergarten children took in the program. These little people were the most attentive listeners, and they also shared by showing the older children their favorite toy pets. Some had brought dolls, live cats, guns, wagons, baseballs, dolls, etc. They told us the names of their favorites, which included such celebrities as "Charlie Chapman" and "Nancy Boyer."

This program has been reported at length, hoping it may stimulate our readers to a greater appreciation of the real joys and rich values which the owning of pets brings to a child. Teachers, parents and pupils who wish definite information and suggestions regarding the pets found in our homes are referred to Mrs. Comstock's most helpful and interesting book, "The Pet Book." It meets every need of the child and his pet. Also see list of pets studied in Training School in new course of study, the insert at close of the book.

October 27. The fun and frolic of Hallowe'en bubbles over in all children, and first grade children, though young, are rich in suggestions and ideas of what they can do to have a jolly good time at this season.

The preparation for the assembly furnished worthy motives for class work in music, art, physical training and language. As the "dress up" idea is most important for this occasion each child was in costume representing some things acknowledged to belong to this festival.

The following program was finally arranged by the children:


Story — Elves and Shoemaker, Grimm, told by Miss Collins of the story-telling class.

Dramatization of story by members of first grade.

Group of songs:

Frisky Wisk, the squirrel.
Pumpkins Yellow.
This is the Night of Hallowe'en.

November 4. Miss Goldsworthy had charge of this assembly, choosing for her subject one which never fails
to interest children of all ages, namely, the Indians. Indian curios of all kinds had been collected for the occasion and placed on the stage, while numbers of the children came dressed as Indians and sat in groups on the platform.

From a background of Navajo rugs, pottery and basketry, Miss Goldsworthy told some of the interesting legends of the origin of the name “Kalamazoo,” and sketched with colored crayons pictures of Indian home life.

Miss Springstead, who has taught the Navajo Indians, came forth dressed in Navajo costume, and told of life in a Navajo “hogan” or house, and of interesting experiences with the Indian brothers. She had brought with her a real Indian cradle and delighted the audience by showing them how the Indian mothers carry their pappooses about.

Throughout the day the temporary museum of Indian curios was surrounded with interested groups of children.

GRADE TWO.

After the joy of gathering vegetables and flowers from a school garden, comes the preparation for winter. The children in Grade Two spent one of its nature periods in pulling the weeds and piling them up for a bonfire. This was lighted during one of the recess periods, and while the children watched it burn they recited “Autumn Fires” by Stevenson, which they had learned in a previous poem study period.

A new food-car for the winter birds has been given to the Training School and Grade Two has been appointed as its guardian. A wire track has been placed from an oak tree to the window of the Training School library and the car runs on this. Here the children may watch the birds as they feed, and learn the names of some of their winter feathered friends.

Tree-dwellers and cave-dwellers are the chief topics of interest in Grade Two. Excursions of various sorts have been made in connection with the study. A trip to the swamp provided us with reeds for primitive baskets, At another time we gathered stones and clubs which were fashioned into crude weapons during the period following. Once we took a trip around the campus to see what food it afforded. We have been doing a little primitive cooking. It is great fun to rub two sticks together in an effort to make fire.

Surely, history of this sort ought to make the children appreciate more fully the comforts of modern life.

GRADE FOUR.

We have just completed our bulb bed which we placed on the north side of the training building. We planted jonquils, hyacinths and crocuses.

We are now studying the Eskimo life. We are enjoying playing Eskimo games, making clay igloos, cutting paper dogs, seals, sleds, icebergs and Eskimos and making them into posters. Dec. 2 we will give an Eskimo program for assembly.

Our shoe bags made during the sewing period are just finished and we are quite proud of them. Next we shall make needle books and pen wipers.

We are now enjoying the Adventures of Pinocchio in our reading lessons.

GRADE SEVEN.

The Seventh Grade is reading Dickens’ Christmas Carol. In the composition classes the children are dramatizing it and will give it in assembly the last week of the term.

SIXTH GRADE NOTES.

The Sixth Grade boys had their first hike Saturday, November sixth, under the direction of their scout master, Mr. Cantwell, who was assisted by Mr. Robertson. Although the day was a cold and windy one, all the boys were on hand at the appointed time. They took an Oakwood car to the end of the line. Then after a tramp of a mile or so started through the fields for the woods.

A permanent camp was established in a deep ravine and all extra sweaters and lunches were hung in a tree.
The first game of the day was typical of scouting. Mr. Robertson took four boys to defend a position in a small patch of woods. The rest of the party, under the scout master, formed the attack. The rules were that when one of the groups could see one of the other party he would call out his name and that boy was dead or put out of the game. The game lasted over two hours. At the end of this time the attacking party won. Nearly three miles of territory were covered by the winners, running, creeping and at times wriggling along.

When camp was again reached Mr. Robertson and two of the boys went scouting for water while the remainder had an archery contest, with a bow which the scoutmaster made for them. A space several feet in diameter was then cleared of dead leaves and a fire was built, showing the method used by scouts. The boys gathered around and had dinner sitting Indian style, laughing and chatting while they roasted “wienies” on the ends of some green sticks they had cut. Here the sun came out for a few moments and a few pictures were taken.

After a short rest a run of fox and hounds finally ended by the fox getting into camp without being caught, and the tramp home started.

When the main road was reached one of the boys developed a very bad ankle, which, upon examination, was declared by the scoutmaster to be badly sprained or even broken, and proceeded to give a talk on the danger of tampering with such things while he was getting the foot into an easy position. In the meantime Mr. Robertson had constructed a litter from three coats and two of the staves. The injured lad was carried for several hundred yards and then made to walk, which he did with no difficulty. The realism of the first lesson in first aid succeeded admirably on account of the splendid acting of Allan Maybee, who never even smiled when the boys at first thought it was a fake, but were finally convinced of the reality by his cries of pain.

Soon Oakwood was reached and the entire party arrived at the Normal in time for the football game.

The result of the boys’ athletic meet held Monday, Nov. 8, for the two events, basketball throw and running broad jump, is in favor of the 7th and 8th grade boys, scoring 59 against 50 points made by boys of the 5th and 6th grades.

Grade records made:

**Basketball Throw.**

B. Neifert, 5th grade, 42 ft. 3 in.
M. Smith, 6th grade, 61 ft. 4 in.
F. Sumrill, 7th grade, 66 ft. 7 in.
R. Maybee, 8th grade, 62 ft. 10 in.

**Running Broad Jump.**

B. Neifert, 5th grade, 10 ft. 5 in.
M. Smith, 6th grade, 12 ft. 5 in.
F. Sumrill, 7th grade, 13 ft. 2 in.
R. Maybee, 8th grade, 15 ft.

**80-Yard Dash.**

F. Sumrill, 7th grade, 10 3-5 seconds.
R. Maybee, 8th grade, 10 seconds

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**BOOK NOTES.**

Francis W. Parker School Year Book. Volume IV. June, 1915. Francis W. Parker School, Chicago. 35 cents.

This volume deals with “Education thru Concrete Experience. A series of Illustrations. It contains articles on “The Pupils’ Experience as the Source of His Problems in Arithmetic,” “Points of Contact of English with School Activities,” “The Study of an Industry,” and many other subjects relating to both elementary and high school teaching.


“Contemporary Drama.” Interpretative notes and suggestive ideas for discussion and study. 25 cents.

“Contemporary English Literature. Critical References.” Certain books studied with interpretative notes. Conrad, de Morgan, Noyes, Mansfield are suggestive names in this field. 25 cents.
"Active Citizenship," by Charles Davidson, Ph. D. A study of the intelligent management of local problems. 25 cents.

Additional subjects are Dietetics, England and Scotland, Home Economics, Italian Art, Mexico, South America, Municipal Civics, Panama, and South America.

"How to Produce Children's Plays," Constance D'Arcy Mackay—Henry Holt & Co. A small volume giving much of value to those interested in child-drama, and play-festival work. The work is well adapted to dramatizing in the school-room, and a bibliography of helpful books is listed in the last few chapters.


This is a method for teaching primary which is an outgrowth of kindergarten games and practices. The whole book bears a close relation to child-life.

Western State Normal School, Kalamazoo, Michigan, Oct. 17, 1915.

Dear Ed.:—I expect you will be surprised to get a letter from me and especially from Kazoo. Well, you know that since I graduated four years ago I have been dubbing around, working here and there. The last year and a half I have been with old man Sly in the hardware store. Last summer I concluded there was nothing for me but a clerkship at a small salary in what I was doing and that I had wasted enough time already finding it out. Accordingly I looked about for a place to go to school, and recollecting what I had heard you say about Western Normal, I came to Kazoo to look things over. What I saw pleased me and here I am.

I tell you, old man, I am mighty glad I passed up the hardware proposition in favor of an education and have been kicking myself to think I was such a dummy as not to see it long ago. This is one fine school, big and growing, but not so big but that personal contact between professors and students is still possible. There is a very democratic spirit here, no cliques at all, and the finest possible feeling between teachers, scholars and townspeople. I am in the High School Life course, specializing in mathematics. I was as rusty as an old nail when I started in and have been boning my head off to keep up with the procession, but I am making progress and will win out yet. For I am no fool, if I do say so myself as shouldn't.

Now, Ed., I know you are interested in athletics and so won't bore you with anything more about myself, but will proceed to give you an earful of the finest athletic dope you ever listened to. Things have changed a good deal since you were here. Then you played your games on the flinty College field or over at the Woodward avenue grounds or down at Central High. Now we have a fine new athletic field all of our own. Do you remember that low, swampy piece of ground lying along the Michigan Central tracks between the race and the tracks? Well, the Normal owns all that from where Arcadia Creek crosses the tracks clear down to where it runs out under Mich-
igan avenue. This has all been drained and leveled off till it is as smooth as a barn floor. It is covered with a fine turf and an elegant quarter-mile cinder track has been built and a 220-yard straightway. Inside the oval of the track is the gridiron level, springy and soft. There are also bleachers for 2,000 people on the south side of the field. Faculty, students and townspeople have contributed to the expense of equipping the field. If you haven't already donated, you had better dig down in your jeans and produce about twenty-five dollars for this cause. If you don't you will feel pretty mean when you come back here and see what has been done with no assistance from you. Now for the real dope on football. When I came here I thought maybe I would try for the team, but when I took a slant at the fellows on hand, I concluded my real place was on the third eleven, and as there was no such team, that let me out.

Well, to go back to the beginning. The week before the Normal opened Big Bill took a squad of twenty-five huskies up to Baker's at Little Crooked Lake to limber up their joints catching punts and rolling around on the alfalfa. Some of us went up one day to give them the once over, and believe me, old scout, they were a likely looking lot of bruisers. There were East, Possi, Bek, Corbat, Welden, Nyland, Yeakey and Thomas, he of the expansive digits, of last year's team, and a lot of likely looking fellows, including King of the 1913 bunch and a real punter named Sam Dunlap from Benton Harbor, who could, in the most nonchalant manner, boot the ball clear into the next county. The boys had a fine time at the lake and got some bully drilling in the rudiments of the game, too. They say the price of provisions rose fifty per cent in Barry county that week and is not down to normal yet.

Well, things certainly looked fine for us when Saturday, October 9th, saw the boys off for Hillsdale. Gee, some people believe in luck, but I want to tell you right here, they don't live in Hillsdale. Why, those folks down there believe the luckiest day that ever happened since Father Adam and Mother Eve suddenly vacated their open air bungalow at the corner of Eden Avenue and Paradise Place, and rented a steam-heated flat in Damascus was this same Saturday, October 9th. And, believe me, they have reason to feel that way, too. Somehow the dope went wrong, the signals got crossed and the plays failed. Anyway, when the spasm was over our opponents were on the Hill to the time of 20, while we perambulated in the Dale with a measly 16. Say, it was a sockdolager, you bet!

I don't know, though, but that it was the best thing in the long run that could have happened. The boys came back home, took in the slack of their helmets and settled down to the grind for Albion, whose braves came prancing over the next Saturday, Oct. 16. During this week Spaulding, Buck and Juddy Hyames threw the gaff into them for fair, and they were a tired bunch of athletes every night when practice was over. Doc. Ransom, however, was right on the job with the massage stuff and has kept them in shape, all except Louie Corbat, who got a "knee" in the Hillsdale game that has kept him on the side lines ever since. We had a bit of good luck this week, too, in that a crackerjack, Jacks by name, from Muskegon, joined the squad. Saturday, October 16, Kennedy's kickers blew in for the first game on the home grounds. The day was fine and there was a good crowd out. As to the game, there was nothing to it but the Normal all the way through. We ran rings around them and simply smothered the Methodists with end runs, smashes through the line, and forward passes. The line was a stone wall on defense and tore up the opposing line on offense. The ends smashed Albion's interference, Tommy pulled the high ones out of the ether, while Bek, Jacks and Sam Dunlap bucked, ran and wriggled for constant gains. Charlie Welden and Stubby Lyons ran the team like veterans. We were 54 to the good when near the close we gave them a touchdown out of sheer kindness of heart.
It was a fine contest for us and Kennedy seemed satisfied it was no worse.

On Friday, October 22, the Presbyterianers from Alma came over to pay us a visit. From the way they acted on the field they evidently thought the game was tiddledewinks. The result was what Captain Budge McKay calls a "massacre." What we did to them was enough to make them doubt our orthodoxy. Honestly, Ed., what we did to them was a sin and shame. One good reputation, however, was saved in this game, for Coach Bleamaster of Alma left his near M. I. A. A.quarterback at home. The score was only 79 to 0, and if he had been in there is no knowing how high it would have gone. Again the day was fine, and again a good crowd viewed the slaughter and enjoyed it. I never saw a finer running match in my life. Alma never approximated closely enough to our goal line to be properly introduced to it, while on our side crossing their goal line was a continuous performance. As a vaudeville performance the act was immense and got a big hand from the crowd. The action was so fast you could scarcely follow it. After the ball was snapped, it was over the line before you could say Jack Robinson. Sam hugged the ball as if it were a chicken and he on his way home. Jim Corbett, in his palmy days, never had anything on him so far as foot work was concerned, and as for dodging, he is the real, original, artful dodger of the gridiron. Johnnie Bek was right there with the spangles and he and Jacks tore through holes as big as all outdoors opened up by McKay, East and Possi. The aerial route was popular, with Thomas usually waiting right under the descending spheroid after its parabolic flight. The passing was good, the generalship fine and the whole thing a "joy unspeakable and full of glory." Everybody went home happy, except Bleamaster and his Calvinistic crew. Blea was rather peeved.

Well, old hoss, I guess I must stop now. I have a few comic sections to investigate and about steen pages of history to lamp before I hit the feathers, and it is ten-thirty now.

Goodby, remember me to the bunch. Will write again soon.

PETE.

Western State Normal School,
Kalamazoo, Michigan.
Nov. 7, 1915.

Dear Ed.—Your letter came to hand O. K. I was pleased to hear from you and to get the news. So Mary Havens is married? Well, well! Who'd have thought it! And Esther Spinney is teaching school? I'm mighty sorry for the kids, for Esther certainly used to have one awful grouch. I am glad you enjoyed the dope I sent on, and as I have a few minutes to spare now, I will send you another dose.

We played Olivet at Olivet on Saturday, October 30, and as I had been working pretty hard, I concluded I was due for a little layoff, and so went along with the team. We left here at 8:30 by interurban to Marshall and thence overland by autos to Olivet. The guy that drove the machine I was in had a Studebaker six and he surely hit the high spots on the way over. Half the time we were in the air, and the rest of the time holding in our back teeth for fear we would lose them. I thought he would ditch us once, but we came through safe and sound. Say, kid, have you ever been in Olivet? Well, it's some burg, and you need to keep your eyes open anywhere within 20 rods of it or you will miss it entirely. It is a pretty little place and quiet, and ought to be a great place for neurasthenics. If Rip Van Winkle had ever gone to sleep there, he would just be beginning to snooze now. I walked about town and saw fifteen fox squirrels playing about, and three women raking leaves. Not being on the team, I had pie for my dessert at the Cafe Splendide. You ought to have seen the wolfish gleam in the eyes of the boys when they say it. The ferocious glare they gave me was terrifying. However, I was allowed to eat it in peace and was glad when the last crumb was swallowed. I was amused at the comments after the meal (?). Capt. McKay said
every time he tried to lift his piece of meat to his mouth, it slipped through the tines of his fork and escaped, and as it was too small to pick up in his fingers he never did get it. Tommie said that when he came to look for his potato it had vanished, and it finally turned out that it had slipped through a fine crack in his plate.

Just as lunch was over, with a great honking of horns, two motors drew up full of faculty people on their way home from the State Teachers' meeting at Saginaw. It seems President Waldo was elected president of this association for next year, and so they thought they would stop over and celebrate. About this time, also, Weaver appeared with his jitney full of people from Kazoo. It was a crowd for the old town all right, and the natives began to sit up and take notice. After all had lunched we wandered about taking in the sights until time for the game. Just before the time to begin play another auto from Kazoo came in with some faculty people. Altogether, the faculty was represented by President and Mrs. Waldo, Prof. and Mrs. Reinhold, Prof. and Mrs. Fox, Prof. and Mrs. Everett, and Professors Cameron, Maybee, Manly, Sherwood, and McCracken. Really, we had about as good a turnout as they did. The Olivet field is a very good one, but they have a grandstand that was made out of the lumber obtained when Noah scrapped the ark. We didn't like its looks and so clung to the side lines.

It was another perfect day and the play was just to our satisfaction. We started after them right from the drop of the hat and had three touchdowns at the end of the first quarter. After that there was nothing to do but the size of the score. As soon as the game was safe, Spaul. began putting in second string men, and that, perhaps, accounts for the fact that the scoring was not so rapid as in the first quarter. You would have died laughing to see Capt. McKay buck the line. "Budge" is no infant, I can tell you, and when he hits the line, it bends, cracks and busts wide open. Time and again he ily ploughed through their line for long gains with half the team on his back and the balance strewn promiscuously and in various stages of complete disorganization about the adjacent scenery. That Atlas man had nothing on him in his wild flights goalward. Charlie Welden and Stubby Lyons ran the team and the running was good. The rest of the boys did themselves proud, and we all had a good time. After the game we left the little burg to its somnolent existence and wended our way home rejoicing with a score of 40 to 0 in our favor.

Yesterday, though, you old hick, was our great red-letter day. Four times in as many years have we met the Ypsilanti Yrrepressibles, and three times have we trimmed them to the queen's taste. This year they were to come to us, and believe me, we were primed for them and they for us. All week the coaches had been drilling on the fight stuff and working up the pep, and when the time came we were fit and ready. They came over with the confidence engendered by a scoreless record, one of their games having been with the Mich. all-Fresh. They had "a light but speedy team." Himmel but I wish you could have seen some of those light ones. One little baby numbered 16 was a regular behemoth and weighed 220 pounds if he did an ounce. And he wasn't lonesome in this gang of fire-eaters, either.

Well, it was a peach of a day and the stands were crowded when the whistle blew at 2:15, and the championship contest was on. Let me tell you, it was a battle right from the start, slap, bang, smash every minute. They were out for blood, and got it. Two of Johnnie Bek's Grand Rapids pals were on Ypsi's team and were out to annex his goat. Did they? They did not. Johnnie was certainly the hero of this heroic battle. He was here, there and everywhere, and always in the thick of the thickest fight. The only goat this duo annexed was their own poor nanny which, with a final despairing blat, was led off the field licked to a frazzle.

In the opening stanza, however, things looked somewhat dubious. They were out for blood, and got it. Two of Johnnie Bek's Grand Rapids pals were on Ypsi's team and were out to annex his goat. Did they? They did not. Johnnie was certainly the hero of this heroic battle. He was here, there and everywhere, and always in the thick of the thickest fight. The only goat this duo annexed was their own poor nanny which, with a final despairing blat, was led off the field licked to a frazzle.
It looked as if we might have to dig ourselves in and stand a siege. But after the first quarter we found ourselves, and from that time on carried the battle to them every time. In the second quarter we made a touchdown and had them on the defensive; in the third, they were groggy and all but on the run; and in the fourth, we scored two more touchdowns and had them hanging on the ropes and praying for the whistle. Say, when the whistle blew the fight had all oozed out of their toes and they were eating out of our hands. Condition, pep and coaching told, and we had all three and the punch to put the game on ice. They never seriously threatened but once. Then they got inside our ten-yard line, but by the time their downs were up they had been pushed back twelve or fifteen yards, and were still going crabwise toward their own goal.

Never was a fiercer or more strenuous contest fought here. Honestly, you could hear the impact of the charging all over the field. Prodigies of valor were wrought by Jacks, McKay, Welden, Dunlap, Yeakey, and Bek in the back field, while the boys in the line got the charge regularly on their opponents and tore the heavy line to shreds. On the last touchdown Jacks shot over their line, between the goal posts and nearly off the field, such was his impetus. On a fooler around their right end, Sam got another, while the first one came as a result of Tommie’s grabbing a beautiful forward pass off the southwest corner of the moon and racing over the line for a touchdown.

We beat them 19 to 0, but don't you think for a minute we had an easy time. This was the best team we had met, and we were busy little bees through the whole sixty minutes of strenuous work. It was no pink tea affair. What we gave them was a nice, hot dose of tabasco, and it will be some time before they forget it, I'll bet. It was class that counted, and it was a real classy team that brought home to us the Michigan Normal School championship this year—just about the classiest bunch of pig-skinners that ever represented the old Brown and Gold.

Well, my time is up, and it's me for the delights of Child Study and the vagaries of the human mind. Can't you come over for the Men's supper on Wednesday, November 17? It will be a humdinger, and I would sure be glad to see you.

I hope you are well and happy.

So long,

PETE.

SPECIAL MUSIC ANNOUNCEMENTS.

The New York Symphony Orchestra, consisting of seventy-five men, under the direction of Walter Damrosch, assisted by the world-renowned pianist, Josef Hofmann, will appear in the Armory, Kalamazoo, Tuesday evening, March 21, 1916, under the direction of the Western State Normal School and the Kalamazoo Musical Association. The Orchestra is by far the largest musical organization which has ever visited Kalamazoo. Josef Hofmann, one of the world’s most noted pianists, is the solo artist on this, their transcontinental tour.

The general musical interest that has been manifest on former occasions by bringing such artists as Tetrazzini, Madame Claussen, Althouse, Middleton, and Oberhoffer, has warranted the bringing to Kalamazoo on the 21st of March this wonderful organization, assisted by one of the world’s greatest pianists. This concert will take the place of the May festival formerly given by the Kalamazoo Musical Society.

The Western State Normal will give its second annual May festival,
consisting of three concerts, bringing to the city a symphony orchestra, when a mixed chorus of 200 voices will give Mendelssohn's "Elijah," and a children's chorus of 150 voices will appear in a joint program with artists of high calibre, and a matinee symphony program will be given.

Walter Damrosch holds a unique position among the orchestral conductors of the world, having been director of the New York Symphony Orchestra for thirty years, having succeeded his father, Leopold Damrosch, who organized the orchestra some years previous. In addition to this work, Mr. Damrosch has maintained the post as director of German operas at the Metropolitan Opera House, New York City, for a number of seasons. In 1914 Columbia University conferred upon Mr. Damrosch the degree of Doctor of Music.

Josef Plofmann, the celebrated Polish pianist, made his debut at the age of six years, touring Continental Europe and Great Britain, and visited America when ten and eleven years of age.

He is equally at home in interpretation of all schools of music. He has composed attractive things for the piano, and five concertos.

This concert will be one of the biggest musical events during the season, and a large number will attend from all sections of southwestern Michigan.

A pleasant reunion of Western Normal alumni, faculty and friends was held during the State Teachers' meeting at Saginaw, when 130 enjoyed a banquet in the Jefferson Methodist church, October 29th. On this occasion President Waldo was informed of his election as head of the Michigan Teachers' Association and rounds of cheers greeted the announcement.

In an informal program following the luncheon, Mr. Waldo acted as toastmaster and gave some interesting facts concerning the Normal. He called upon Commissioner Lee Hornsby of Traverse City, Mrs. Lou I. Siggler of Grand Rapids and the Hon. F. A. Jeffers of Painesdale, member of the State Board of Education, all of whom responded with brief speeches which were heartily applauded.

The annual election of officers of the Alumni Association was held during the banquet with the following results:

- President—Miss Almeda Bacon, Grand Rapids.
- Vice-President—Arthur Maatman—Byron Center.
- Recording Secretary—Miss Marguerite McGuinness, Kalamazoo.
- Corresponding Secretary—Miss Rose Netzorg, Western Normal, Kalamazoo.
- Treasurer—Henry H. Fuller, M. A. C., East Lansing.

Western Normal had headquarters in the Hotel Vincent during the State Teachers' meeting in Saginaw, and during the two days many graduates of the school registered. Miss Alice L. Marsh of Detroit, who was connected with the Normal for several years, was a welcome visitor, and others who have not been able to return to the school during the past few years, renewed acquaintance with members of the faculty and former school friends at Normal headquarters. Among these were Mr. and Mrs. Vernon Culp, who are now residing in Bay City, where the former is teaching in the high school; Mr. and Mrs. Howard Doolittle, both graduates of the Normal, now living in Saginaw.
Mrs. C. M. Scraffon of Gladwin, formerly Miss Irene Miller; Mrs. W. L. Perkins of Bay City, formerly Miss Marjorie Dunnington; C. Anthony LeFevre of Pontiac; Jacob Klassen of Bay City, and others.

The final meeting of the Senior class for the election of officers was held November 4, when the following students were elected:

President—Rolland Plant, Cooperstown.
Vice-President—Miss Kathryn McCracken, St. Joseph.
Secretary—Miss Helen LeVan, Grand Rapids.

The Honorable J. C. Burrows has given to the Library one hundred and twenty-four volumes of the Rebellion Record and fifty-six volumes of the U. S. Consular Reports.

The Rebellion Record will be a valuable addition to the collection of books on the Civil War, as it furnishes original material on that period which students can use. These are shelved at present in Mr. Hickey’s room.

The Consular Reports are shelved in Mr. Wood’s department in the new Science Building, where they can be used for reference in the study of Commercial Geography.

Both sets are bound in red morocco, so that they are decorative as well as useful, and cannot be classed as “depressing government documents.

We are grateful for this further proof of Mr. Burrows’ friendship for the School.

SOCIAL NEWS.

On Friday, October 26, the first Faculty party of the year was held in the Training School. Mrs. Waldo and her committee entertained the other members of the corps at a Hallowe’en dinner party. When the guests assembled in the lunch room of the Training School the uncanny gloom was relieved only by the light from the pumpkin faces that grinned at them in the darkness. Then a sudden flood of light disclosed beautifully appointed tables loaded with good things, and elfish figures on dainty and artistic place cards beckoned the hungry guests hither and yon in search of their places. The dinner was like a Thanksgiving feast, and the jolly fun which began with the good cheer in the dining room continued after dinner, when the new members of the faculty were initiated with appropriate ceremonies.

The girls’ gymnasium party, October 27, proved a success, and another will be given in the Winter term. The party is a popular one because it reaches many students who do not care for social dancing but enjoy
games and other forms of entertainment. The receipts were $48.29. Mr. Waldo kindly allows this sum to be spent as the girls wish. They voted to buy a drinking fountain to be placed at the entrance to the locker rooms.

A very pretty party was the Senior-Junior annual, held in the gymnasium the evening of Saturday, November 6, when the Seniors entertained the Juniors and the members of the faculty, about three hundred students being present. Quantities of cornstalks, pumpkins and brightly-tinted autumn leaves were combined to produce a charming decorative effect suggestive of autumn. Centering the floor and banked on the orchestra platform were huge shocks of corn and pumpkins. Attractive cozy-corners were arranged with cornstalks, and covering the balcony railing were quantities of autumn leaves. Grotesque faces done in orange and black shaded the lights, giving the whole a very pretty effect. Fischer’s orchestra contributed its usual quota to the success of the affair, and played a most enticing program. Punch was served during the evening. Acting as patrons and patronesses were Pres. and Mrs. Waldo, Mr. and Mrs. A. Bowen, Miss Spindler, Miss Murphy, and Mrs. Bertha Shean Davis. The committee in charge of the decorations was composed of Stanley Bien, Helen LeVan, Katherine McCracken, John Drake, Merle Brake, Ruth Waldo and Howard Chenery. In charge of refreshments were Florence Price, Marguerite Matthews, Mary Henderson, Clifford Gillette and Wm. Ruehlman.

ART NOTES.

The Art Section of the State Teachers’ Association provided two programs for the Saginaw meeting (Miss Goldsworthy, chairman) that were greatly enjoyed by a large attendance.

Miss Emma Church, Director of School of Applied Arts, Chicago, gave a beautifully illustrated lecture on the subject of “Designs.”

The poster work of her students showed wonderful power in imagination and technique. Her talk was followed by helpful discussions by Miss Wadsworth, Supervisor of Art, Kalamazoo Public Schools; Miss Boardman, of Manual Arts Dept., Ypsilanti; Miss Weightman, Mt. Pleasant Normal; and Mr. Crawshaw, Manual Training Professor of Wisconsin University.

The afternoon program consisted of an illustrated talk on the art work of the Detroit Public Schools by Miss Guysi, the art director, tracing the work done through all grades.

Miss Eleanor Colby, who has made a reputation for herself in her work as writer and illustrator in the magazines the past few years, gave a very enjoyable talk on “The Art of Dress,” illustrating it by blackboard sketches and paper models, showing various gowns and their different effects on the individual. The artistic dress is the one most suitable for the occasion and suited to the individual regardless of extreme style. Simple, sane dressing is always a mark of good taste.

In the election of officers that followed Miss Marion Gregory, Supervisor of Art in Battle Creek, was made chairman, and Miss Lydia Siedschlag of the class of 1915 was chosen secretary.

The Advanced Art class has begun work on Thanksgiving and Christmas posters, which are to be used by merchants of the city in advertising their special sales.

Baskets, trays, lamp shades and vase holders made by the Construction class were on display in the upper corridor October 28 and 29.

MUSIC NOTES.

Mr. H. C. Maybee attended the State Teachers’ Association meetings held in Saginaw, October 28-29.

Mr. Tallmadge King favored the students with a group of songs at as-
Going Away for Thanksgiving?

Before you go will you want some new things to wear? Are you going to take some little remembrance with you?

Let Us Suggest:

Come to Gilmore Brothers. Somewhere on one of the six floors of this fine store we can fill your need.

If it's a Suit, a Coat, a Dress, a Waist, a Skirt, or any other article—here are the latest, the most stylish—all our well known standard, and the price will be as low as obtainable, quality considered.

The Men’s Furnishing Department is just as complete and of the same high standard as the rest of the store.

The Kalamazoo Laundry Co.

Try our Swiss HAND LAUNDRY and DRY CLEANING DEPARTMENTS

Up to date SHOE REPAIRING Dept.

Just added

212 North Rose St. Phone 146

Shoe Economy Reliability Variety Individuality Comfort Elegance

Read it across and up and down—shoe service and all that every letter of it can mean is what we give our customers

The Bell Shoe House

124 E. Main St.

LOUIS ISENBERG, Proprietor
The following program was given at the first meeting of the Normal Music Club, held at the home of Mr. and Mrs. Maybee on Grand Avenue:

- Purpose and Scope of Music in a Normal School—Miss Hootman.
- "Aria Vision Fugitive" (Massenet)—Mr. Maybee.
- "My Mother Bids Me Bind My Hair" (Haydn); "Before My Window" (Rachmaninoff)—Mrs. Davis.
- Violin, "Serenade" (Drdla); "Cradle Song" (Schubert-Elman); "Minuet" (Beethoven)—Mr. Bryce.
- "Cavatina," "Faust" (Gounod)—Mr. Maybee.
- "May Day Morn" (Thomas); "The Lark Now Leaves His Wat'ry Nest" (Parker)—Mrs. Davis.
- Current Events—Mr. Shackleton.

Mr. Arthur Bryce gave a violin recital, assisted by Mrs. Maybee, at the November meeting of The Normal Music Club.

The assembly program October 25 consisted of music furnished by the Normal Chorus of 200 voices, assisted by Mr. Henderson and Miss Gertrude Smith. The program follows:

- "Love's Old Sweet Song"—Chorus and School.
- Piano, "Mazurka" (Godard); "Minuet" (Seeboeck)—Mr. Henderson.
- "Judge Me, O God" (Mendelssohn)—Normal Chorus.
- "Nocturne" (Chadwick); "Haymaking" (Needham); "When the Daylight Goes" (Neidlinger)—Miss Gertrude Smith.
- "Star Spangled Banner"—Chorus and School.

The Rural Girls' Club has enjoyed three meetings. The membership is increasing. The marshmallow roast...
did not get very warm because the leaves were thick and a very high wind made it unsafe to start a fire in the woods.

There was a joint meeting of Sections one and two of the Rural Seminar at the home of Mr. and Mrs. Burnham on Monday evening, November 22. Section two was the host and words of welcome were spoken by President Henry Pointz, to which President W. F. Martin of Section one responded. After a brief program there was an hour of informal sociability.

The Course I section of the Rural Sociology Seminar has held four meetings. The organization has been perfected and both the assigned and the voluntary parts of the programs have been well taken. In this section a new program committee is appointed for each meeting, and this has resulted in much variety and interest.

The program committee for this term in the Course II section of the Rural Sociology Seminar has inaugurated an innovation in devoting a part of the time of each meeting to impromptu talks by the members upon topics suggested by the president. This section has also enjoyed a lively debate.

An extension class in Rural Sociology has been organized in Allegan.

HIGH SCHOOL NEWS.

Although the Normal High School department is not as large as some of the other high schools of the state, the students find that they have just as much to interest them here as in any other place.

High School Chorus is held every Thursday morning under the direction of Mrs. Davis, and will undoubtedly be given a chance to make itself known this winter. As this work is compulsory for all High School students, the chorus is made up of about one hundred and fifty voices. Last spring the High School Chorus joined

When the Air is Like Wine

As it is these days one should get out and drink it in. To make your trip doubly interesting, take a Kodak with you. The Autumn is beautiful, as a matter of fact some think it more beautiful than Spring. It affords boundless opportunities for the Kodakist. Eastman Kodaks, $6 to $60. Brownies, $1 to $12. Developing and Printing. The most artistic work we can do—and in this we are helped by the latest devices, the most improved mechanism. Every picture is hand finished. Parcel Post Prepaid.

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in with the big Normal Chorus in the May Festival and did well, considering the number of voices available at that time.

Even though the High School has not been represented by a football team this fall, it has not laid down in other athletics. All the boys have been divided into two classes, A and B, for physical training. Division A goes down on the track three hours a week, where they stage small track meets or play indoor baseball on the new football field. Mr. Hyames has promised that if his material shows up well enough, he will get meets with some of the other high schools of the city.

Three times a week Division B has a class in military drill under Mr. Wood. They play indoor baseball, too, to vary the other work. Swimming classes have been organized and divided into three groups: first an elementary class for those who know nothing of swimming; second, an advanced class, for those who know how to swim, but who wish to improve; and third, for those trying for the swimming team. There are only three or four boys in the elementary class, and if they attend regularly and learn to swim, the elementary class will be abolished. As soon as the Normal swimming team is sanctioned, the High School department will send a generous number of promising candidates for the team try-outs.

In all probability there will be a Prep. basketball team this winter, as in the previous years. A schedule will be made with a few outside games if possible.

A High School Dramatic Club has been formed, but little has been accomplished as yet. It is expected that it will be well organized in a short time.

AMPHICTYON SOCIETY.
The members of the Amphycyon Society have enjoyed two exceptionally good programs in the past month. A “Life” program was given on October 28, copying, where possible, the structure of the magazine “Life.” The articles that composed the magazine are the following: “Life’s Jokes and

The program was followed by an informal social time and a marshmallow roast over the fireplace.

A Hallowe'en program was presented on the evening of November 4, when an interesting talk was given by Burneth Thomas on "The Origin of Hallowe'en and Its Customs." This was followed with a vocal solo by Grace Uhl, and a piano solo by Harold Blair. This program was also rounded out by a short social time.

NORMAL LITERARY SOCIETY.

On the evening of October 28 the Normal Lits gathered around a huge fire in the Training School rotunda in celebration of Hallowe'en. A paper on the "Origin of Hallowe'en," by Mr. Leonard, and several whistling selections by Miss Maurine Foote were the chief numbers on the program. Various members told interesting ghost stories and Hallowe'en experiences and a marshmallow roast was enjoyed.

Two weeks later a story-telling program was given. Stories were told by the Misses Ginsberg, Dubbink, Alway, Collins, and Rogers. Miss Beard and Mr. Paten furnished music. At the business meeting preceding this program the new Normal Literary Society constitution was presented and adopted. The committee which drew it up consisted of Miss Van Alsberg, chairman; Miss Crawford and Mr. Edmonds.

The Amphictyon and Normal Literary Societies are planning a joint Thanksgiving meeting to be held Tuesday evening, November 23, at 8:00 o'clock.

A new Literary Society bulletin board, purchased jointly by the two

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literary societies, has been located in the corridor of the main building. It is reserved for literary society news and announcements.

The Popular Science program scheduled for Thursday evening, December 2, promises to be attractive. Mr. Andrew Beam is chairman of the committee in charge.

HICKEY DEBATING CLUB.

Thirty new men have already joined the Hickey Debating Club this fall, making a total of forty members. The meetings this year are held on alternate Wednesdays and have started with a momentum that promises splendid progress during the winter. The two debates in October were hard fought and showed splendid preparation. Parliamentary drill will be a prominent feature in the early winter and the regular business of the club will develop strength along this line.

Any men in the Life Certificate courses are eligible to the club.

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DEUTSCHER VEREIN.

The German Club had its first meeting on the evening of November 3, for the purpose of organizing and planning the work of the year. The first part of the evening was spent in conversation and games, followed by a business meeting, during which the policy of the club for the coming year was discussed and the following officers elected:

President—Miles Marks.
Secretary—Claudine Rahn.
Treasurer—Helma Matthe.
Chairman of Program Committee—Margaret Bell.

The object of the club is to give students practice in the use of German “as it is spoken,” and to make them familiar with German life, literature, and music. The programs are to consist of recitations, songs, papers, and lectures, and are to be followed by an hour of German games. All members of the third and fourth year classes are eligible.
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Y. W. C. A.

Y. W. C. A. meetings—Fall term, 1915:
Oct. 18—Miss Richardson, Different Phases of Y. W. C. A. Work.
Oct. 25—Miss Henderson and Miss Montgomery, Geneva.
Nov. 8—Mrs. Dingley, Historical Spots of New England.
Nov. 15—Miss Spindler, “Choose Ye” (two alumnae, two seniors, two juniors.
Nov. 22—Thanksgiving.
Nov. 29—Miss Hetmansperger, “Is Your Book Dusty?”

October 18 was a day to be remembered by the Y. W. C. A. girls, for they had with them the field secretary, Miss Richardson. At the Monday afternoon meeting Miss Richardson gave an interesting talk to all the girls of the society. Then, on Tuesday noon, she was entertained at luncheon in the Training School dining room by the faculty and student members of the Y. W. C. A. cabinet. At this luncheon Miss Richardson expressed many new plans and ideas for the future of the society.

GENEVA CONFERENCE.
The Young Women’s Christian Association conference held at Lake Geneva, Wisconsin, is attended by college and normal women from the schools of the North Central states. The aim of the conference is to further the teachings of Christ and to help each girl find “the center of her circumference.” Every young woman attending a normal or college has many different interests; she does all kinds of work, but much without any aim. “The center of your circumference” will mean that your circle has been completed, and your center is a definite aim toward some goal. Through this conference many of the eight hundred delegates either found their center or became better acquainted with the One who should be the center of your circumference.

Continued on page 15.
Our Machines for Manual Training Schools Are the Same as We Furnish the Industries

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4. The Training School building is one of the best equipped in the country. It is regarded by educational authorities as a model.

5. The largest Normal School gymnasium in the "Old Northwest" Territory. The floor measures 110 feet by 68 feet. Running track, swimming pool, shower baths, lockers.

6. Fine new athletic field of over 13 acres. Will include two football grid-irons, two baseball diamonds, running track, hockey field, tennis courts.

7. Graduates in demand. Now teaching in 33 states and in every section of Michigan. Eighty cities and villages engaged members of the last senior class for 1914-15. Nine members of this class went to Detroit, five to Iron Mountain, five to Battle Creek, six to Grand Rapids, nine to Holland and five to Flint.

8. Young men who have completed the life certificate course receive from $700 to $1,000 the first year. 65 graduates of Western Normal are holding important administrative positions in Michigan, including superintendencies, principalships, county normal directorships, and county commissionerships.

9. Manual Training. The Western Normal is the only Normal School in Michigan granting a special manual training certificate. Graduates of this department are teaching in twenty-two cities in Michigan and in fourteen states outside of Michigan.

10. Graduates of the Normal School complete the A. B. course at Ann Arbor in two years. Twenty-five former Western Normal students are now in residence at the University. Three Western Normal graduates of recent years who have completed the A. B. course at Ann Arbor are receiving an average salary of more than $2000 this year.


Spring term begins April 3, 1916.

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
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